

Rocklin Unified School District
City of Rocklin Inclusive Preschool
September 25, 2003

The Rocklin Unified School District is providing services, through a partnership with the City of Rocklin, to both typically developed children and children with special needs in an inclusive preschool program that is supportive and developmentally appropriate.

The Outcomes they are achieving are the following:

- The parent support system for children with special needs will be enhanced.
- Children involved in the program will be achieving appropriate developmental milestones in a fully inclusive setting.
- Children will enhance their ability to be ready to succeed in kindergarten.
- Mutual benefits and awareness will occur for both the special needs children and typically developed children involved in the program.

What did we look at?

- Objective level on the growth of the children in this program.
- There were 84 children served through this program - 72 typically developed and 12 with special needs.
- 80% of the typically developed boys were able to achieve readiness for kindergarten, which is up from the usual 50% from other classes.
- The majority of the children with special needs are boys.

What was learned?

- On the posttests for the typically developed children, it was surprising that there weren't more flags under the social emotional categories.
- The development of the fine motor skills was still not at the appropriate level and needs to be further supported within the capacity of normal child development.
- It would be wonderful to be able to visit the kindergarten classrooms and speak with the kindergarten teachers regarding their expectations and then build it in to the preschool program.
- This program is very interested in capturing the anecdotal stories captured by the Instructional Aide (this is extremely important and captures volumes).
- Overall, the children in this program are doing very well.

Next steps:

- Work to better develop the Parent Input Instrument.
- Work on collaborating with the City of Rocklin and Rocklin Unified School District for staff training.
- Would also like to work with the First 5 Placer Literacy group to have them provide training for all staff.

- Katherine (Preschool Teacher for the Typically Developed Children) will continue to attend the Rocklin Unified School District special needs meetings (this has proven to be extremely helpful).
- They will really work towards having the preschool staff from both Rocklin Unified School District and the City of Rocklin, sit in with the kindergarten teachers and their classrooms.
- Administratively work to find funds to continue this program through the Rocklin Unified School District after June 2004.
- Hold a follow up learning conversation with First 5 Placer County in February or March 2004.

Rocklin Unified School District Developmental Tasks
Pre-Test, October 2002, Four and Five-year-olds

		Class A			Class B			Class C			Combined Classes		
		Zero	One	Two	Zero	One	Two	Zero	One	Two	Zero	One	Two
0 = child cannot or unable to do task													
1 = slow, hesitant, or makes 1 error													
2 = sure and accurate													
Readiness	1 Names primary colors		1	23			23			22		1	68
	2 Understands more/less	1	2	21	3	3	17		2	20	4	7	58
	3 Recognizes own name in print			24		3	20			22		3	66
	4 One-to-one correspondence to 10		4	20	2	1	20		1	21	2	6	61
	5 Names shapes		3	21		1	22		1	21		5	64
General	6 Names body parts		1	23		1	22			22		2	67
	7 Gives first and last name	1	6	17	4	1	18		1	21	5	8	56
	8 Listens to long story and answers questions		3	21		1	22	1		21	1	4	64
	9 Repeats at least 3 words/digits		1	23			23			22		1	68
Self-Help	10 Draws person with 2-6 recognizable parts	1	3	20	3	2	18		2	20	4	7	58
	11 Completes non-inset puzzle with 3-5 pieces	2	2	20		4	19			22	2	6	61
	12 Blows nose independently		1	23			23		1	21		2	67
	13 Fastens and unfastens clothing	1	2	21		1	22		1	21	1	4	64
	14 Cleans up own spills appropriately		2	22		1	22		2	20		5	64
	15 Uses napkin to clean face and hands			24			23		1	21		1	68

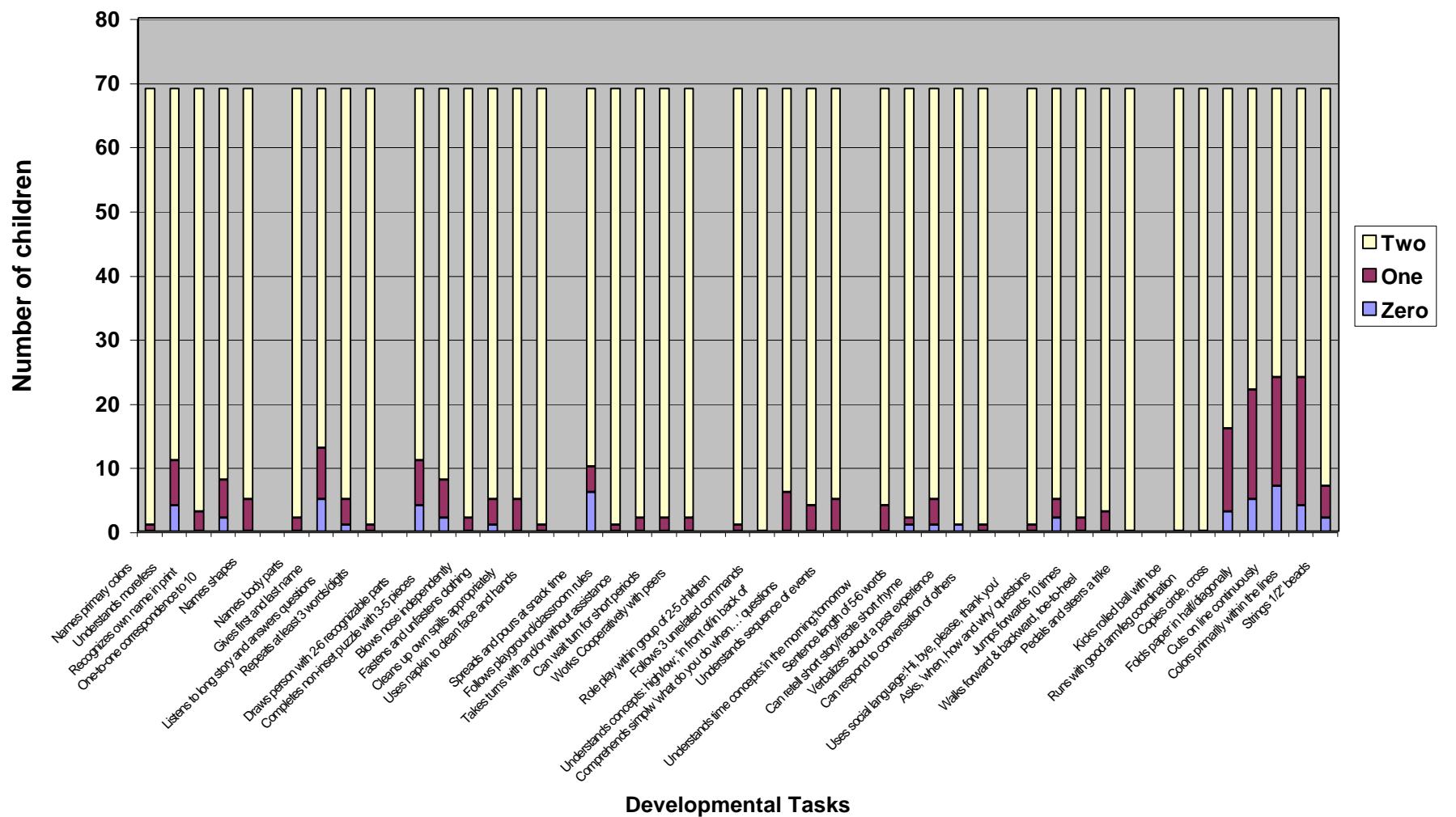
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Social- Emotional	16 Spreads and pours at snack time		2	22		2	21	6		16	6	4	59
	17 Follows playground/classroom rules			24		1	22			22		1	68
	18 Takes turns with and/or without assistance		1	23		1	22			22		2	67
	19 Can wait turn for short periods			24		1	22		1	21		2	67
	20 Works Cooperatively with peers			24		1	22		1	21		2	67
Receptive Communication	21 Role play within group of 2-5 children		1	23			23			22		1	68
	22 Follows 3 unrelated commands			24			23			22			69
	23 Understands concepts: high/low; 'in front of/in back of'		3	21		1	22		2	20		6	63
	24 Comprehends simple 'what do you do when...' questions		2	22		1	22		1	21		4	65
	25 Understands sequence of events		2	22		1	22		2	20		5	64
Expressive Communication	26 Understands time concepts: 'in the morning,' 'tomorrow'		2	22		1	22		1	21		4	65
	27 Sentence length of 5-6 words	1		23			23		1	21	1	1	67
	28 Can retell short story/recite short rhyme	1	1	22		3	20			22	1	4	64
	29 Verbalizes about a past experience	1		23			23			22	1		68
	30 Can respond to conversation of others		1	23			23			22		1	68

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Gross Motor	31 Uses social language: 'Hi, bye, please, thank you'		1	23			23			22		1	68
	32 Asks, 'when, how and why' questions	1	2	21	1		22		1	21	2	3	64
	33 Jumps forwards 10 times		2	22			23			22		2	67
	34 Walks forward & backward, toe-to-heel		2	22			23		1	21		3	66
	35 Pedals and steers a trike			24			23			22			69
Fine Motor	36 Kicks rolled ball with toe			24			23			22			69
	37 Runs with good arm/leg coordination			24			23			22			69
	38 Copies circle, cross		5	19	3	6	14		2	20	3	13	53
	39 Folds paper in half/diagonally	2	9	13	3	6	14		2	20	5	17	47
	40 Cuts on line continuously	3	6	15	4	5	14		6	16	7	17	45
	41 Colors primarily within the lines	1	7	16	3	6	14		7	15	4	20	45
	42 Strings 1/2" beads		5	19			23	2		20	2	5	62

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